



2005 Scorebook

for Business, Education, and Health Care

Scorebook Guidance

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COMMENT GUIDELINES

Content Guidelines	<p>Do</p> <ul style="list-style-type: none"> • Address the central requirements of the Criteria. • Use a single, complete thought to specify the strength (using specific examples from the application) or OFI (using specific omissions or concerns identified from the application) clearly. • Write process comments so they contain a subject identified from the criteria, the application, or the Scoring Guidelines; verb(s) and requirements from the Criteria; examples from the application; and figure numbers, as appropriate. • Write results comments so they contain a subject identified from the results or Criteria requirement being addressed, from/to time frames, from/to performance levels, linkages to KFs, “so whats,” and figure numbers, as appropriate. • State observations in a factual manner, e.g., “Customer satisfaction rates have increased from 75% in 2002 to 94% in 2004 and now exceed best-in-class levels.” • Draw linkages across Items or between an Item and the applicant’s Organizational Profile. • Place the comment on the correct Item Worksheet based on the Criteria, not based on where the information appears in the application. • Ensure that the comment does not contradict other comments in the same or other Items or in the Key Themes Worksheet. <p>Do not</p> <ul style="list-style-type: none"> • Go beyond the requirements of the Criteria or assert your personal opinions. • Be prescriptive by using “could,” “should,” and “would.” • Be judgmental by using terms such as “good,” “bad,” or “inadequate.” • Comment on the applicant’s style of writing or data presentation.
Style Guidelines	<p>Do</p> <ul style="list-style-type: none"> • Use a polite, professional, and positive tone. • Use active voice and present tense (e.g., ‘completes’ rather than ‘is completed’). • Use vocabulary/terminology from the Criteria and the Scoring Guidelines. • For Stage 1 and 2 scorebooks, tell what is missing if something “is not clear.” For Stage 3, clarify all “not clear” statements. • Use such words as “the applicant” or “the organization” to refer to the applicant in the Stage 1 and Stage 2 scorebooks. • Use the applicant’s name in Stage 3 scorebooks. • Use the applicant’s terminology when appropriate. <p>Do not</p> <ul style="list-style-type: none"> • Use jargon or acronyms unless they are used by the applicant.
Item Worksheet Guidelines	<p>Do</p> <ul style="list-style-type: none"> • Include 4–6 key factors based on the Criteria requirements for the Item. These will differ depending on the Item. • Include the 6–10 comments per Item that are most relevant and important to the applicant based on its key factors. • Ensure that the Item’s score is supported by the 6–10 comments.

KEY FACTORS WORKSHEET

Format Essentials

- Prepare the Key Factors Worksheet by listing the key factors (KFs) for the applicant. The purpose of the Key Factors Worksheet is to give a concise summary of the most important aspects of the applicant's organizational environment. Each KF describes a significant fact about or aspect of the applicant (e.g., environment, key working relationships, strategic challenges).
- Organize the key factors into five sections, using the Areas to Address (Organizational Environment, Organizational Relationships, Competitive Environment, Strategic Challenges, and Performance Improvement System) from the Preface: Organizational Profile section of the appropriate *Criteria for Performance Excellence* booklet.
- Limit the worksheet to 1–2 pages.
- Use phrases rather than complete sentences.
- Delineate phrases with bullets.
- Use a single line between phrases.

Key Factors Worksheet (sample from the Sandy Hill School District Case Study)

To begin the evaluation process, review the applicant's Organizational Profile and the Additional Information Needed Form. List the key business/organization factors for this applicant, using the Areas to Address (Organizational Environment, Organizational Relationships, Competitive Environment, Strategic Challenges, and Performance Improvement System) in the order presented in the Preface: Organizational Profile section of the appropriate *Criteria for Performance Excellence* booklet.

P.1a Organizational Environment

- Largest school district in state with enrollment of 84,169 students, 68 sites, and 102 schools. Encompasses 750 square miles of urban, suburban, and rural communities with substantial economic diversity
- Regular academic programs: elementary, middle, and high school programs
- Other programs: special education, the Exceptional Student Program (ESP), the Learning Choice Center (LCC), New Chance for Success (NCS), English as a Second Language (ESL), adult education, and summer programs
- Educational delivery mechanisms: classroom, technology-based instruction, educational learning labs, and school-related activities
- Vision: Evolve as life-long learners and a learning organization; provide learning to others as benchmark school district through collaboration with parents and community
- Mission: Serve educational needs of community by providing safe and people-centered education system that effectively and efficiently manages resources
- Values: Pursue life-long learning; treat others with respect and value differences; have right to learn in a people-centered, safe, and collaborative environment; and commit to performance excellence as a learning community
- 12,687 employees: 5,562 certified faculty, 2,943 other certified staff, and 4,182 classified school district and school support staff at 68 sites
- 60% faculty have master's degrees, and all meet No Child Left Behind (NCLB) Act requirements; all administrators hold degrees above bachelor's; 8% support staff have master's degrees, 55% have bachelor's degrees, and 37% have high school diplomas
- Teachers and support staff represented by unions
- Regulatory environment: Governed by laws and guidelines established by the Anywhere State Department of Education (ASDE); Anywhere State Board of Education (ASBE); curriculum standards; School Improvement Plans (SIPs); federal government regulations include NCLB, Occupational Safety and Health Administration (OSHA), Americans with Disabilities Act (ADA), Safe Schools Act, and Children's Internet Protection Act; Midwest Association accreditation; teacher and professional certification
- Total revenue is \$762.8 M or \$9,063 per student; includes 10% federal, 63% state, and 27% local funding sources; revenue includes student fees, event admission, contributions, petty cash, concessions, proceeds from student organizations; operates on a balanced budget, which is required by state law

P.1b Organizational Relationships

- Leadership structure: school board—eight elected members and four committees; superintendent, appointed by school board; District Leadership Team (DLT); District Extended Leadership Team (DELT); School Leadership Teams (SLTs); School Improvement Councils (SICs); principals
- Key student segments: regular, special education, ESL, ESP, LCC, and NCS
- Student demographics: 3.5% Asian, 31% black, 11.2% Hispanic, 3.3% Native American/other, 51% white, 45% disadvantaged (Region 3 highest disadvantaged, 71%)
- Four key stakeholder groups: parents, taxpayers, the school board, and businesses
- Student and stakeholder requirements/key success factors (KSFs): academic excellence; high-quality curricula and instruction; friendly, supportive, and safe learning environment; effective support services; and effective and efficient fiscal management and operations
- State approves all contracts exceeding \$10,000; competitive bidding for services and goods using state guidelines
- Numerous suppliers and partners: office and furniture suppliers; bus and vehicle fleet; educational, food, technology, and operational service vendors; technology partners; business leaders; regional institutions of higher education; Parent Teacher Association; volunteers; mentors; technical and community colleges

P.2a Competitive Environment

- Average growth rate 2% since 2000; down from 3.5% between 1998 and 2000; projects a growth rate of 1.5% through 2009, a total increase of 8,318 students
- 16 private schools (<10%); home schooling (1%)
- Key changes: emerging requirement for on-line education; increase in special education needs; growing diversity and student readiness to learn; increased emphasis on economically disadvantaged students' performance; pressure to emphasize athletics and manage associated costs; e-learning; charter schools; school voucher system; accountability; fiscal restraints
- Sources of competitive and comparative data: ASDE, ASBE, USEA, United States Assessment of Educational Progress (USAEP), Anywhere Assessment of Educational Progress (AAEP), Scholastic and Predictive Aptitude Tests (SAT and PSAT, respectively), Education Survey Consortium (ESC), United State School Business Officers (USSBO), and Junoflower Consortium

P.2b Strategic Challenges

- Education/learning: Be agile and respond to changing performance expectations such as those mandated by NCLB; address poverty-based gaps in levels of readiness to learn
- Operational: Achieve organizational agility; integrate technology as a learning tool; maintain safe learning environment and facilities; manage in environment of changing funding patterns
- Human resource: Attract and retain highly qualified employees; nation's shortage of teachers
- Community-related: Engage parents, community, and business in collaborative learning efforts

P.2c Performance Improvement System

- Performance Excellence System
- Knowledge assets include employees, students, and key stakeholders
- Communities of Practice (CoPs); many opportunities to learn; Plan-Do-Study-Act (PDSA); team-building

(For Stage 3, Site Visit Use) Thinking about the questions in the Organizational Profile, did the team have any new insights about the applicant as a result of the site visit? If so, please describe.

KEY THEMES WORKSHEET

Format Essentials

- A key theme is a strength or an opportunity for improvement (OFI) that is common to more than one Item or Category (cross-cutting), is especially significant in terms of the applicant's KFs, and/or addresses a Core Value of the Criteria. This worksheet provides an overall summary of the key points in the evaluation of the application and is an assessment of the key themes to be explored if the applicant proceeds to Stage 2, Consensus Review and/or Stage 3, Site Visit Review.
- Organize the key themes into three sections to address the three questions concerning important strengths, significant opportunities, and key results.
- Limit the worksheet to 2–3 pages.
- Write comments that use complete sentences and that meet the Comment Guidelines.
- Delineate comments with bullets.
- Leave two lines between each of the comments.
- Write comments that are “feedback ready.” These comments should consist of 1–3 complete, actionable, and nonprescriptive sentences that address the central requirements of the Criteria; cite specific examples from the application; are tied to the applicant's KFs and/or the Criteria Core Values, as appropriate; and meet both the content and style requirements of the Comment Guidelines.
- For questions a and b, comments should address the evaluation factors of approach, deployment, learning, and integration.
- For question c, comments should address favorable and unfavorable levels and trends, comparisons, segmentation, linkage, and results that were expected but not reported (gaps).

Key Themes Worksheet (sample from the Sandy Hill School District Case Study)

The Key Themes Worksheet provides an overall summary of the key points in the evaluation of the application and is an assessment of the key themes to be explored if the applicant proceeds to Stage 2, Consensus Review and Stage 3, Site Visit Review. A key theme is a strength or opportunity for improvement that addresses a central requirement of the Criteria, is common to more than one Item or Category (cross-cutting), is especially significant in terms of the applicant's key factors, and/or addresses a Core Value of the Criteria.

The Key Themes Worksheet should respond to the three questions below:

a. What are the most important strengths or outstanding practices (of potential value to other organizations) identified?

- The district uses a systematic Strategic Planning Process (SPP) that is aligned and well integrated with its performance excellence approaches in key areas (e.g., its leadership system, process design and management approaches, and faculty- and staff-focused processes) and includes input from a variety of sources (e.g., student achievement data and performance reviews). The school board, senior leaders, faculty, and staff participate in the development and deployment of action plans, which are delineated at the district and school levels. The alignment and integration evident in the SPP may help the district maintain its focus on the future while addressing its strategic challenge of being agile and responsive to changing performance expectations.
- The district supports its vision to be a learning organization through the widespread deployment of the Plan-Do-Study-Act (PDSA) improvement cycle throughout the entire district. There is evidence of PDSA application and improvement in the district's Leadership System, SPP, Student and Stakeholder Requirements Determination and Satisfaction Determination processes, Performance Measurement and Analysis Process, Human Resource System, and learning-centered and support processes.
- The applicant's emphasis on measurement, analysis, and knowledge management (KM) is aligned with and supports key organizational processes. Using the Performance Measurement and Analysis (PMA) Process, the district has a systematic approach to selecting, collecting, aligning, and integrating data and information for tracking daily operations and overall organizational performance. In addition, a three-phase project initiated in 1999 to better transfer knowledge and best practices among students, teachers, and key stakeholders has resulted in the development of an on-line KM system.
- The applicant's approaches to personal and organizational learning support its vision of evolving as lifelong learners and a learning organization. The district has adopted a team-based, continuous learning approach to

improvement, an organizational culture of sharing best practices, multiple vertical and horizontal communication vehicles, and many opportunities for learning for all employees (e.g., a five-day orientation of new employees, a mentoring program for teachers, and Basic Technology Training for all employees). The district-wide Employee Development Plan (EDP) identifies strategies and action plans for education, training, and development that are aligned with the district's strategic objectives, Comprehensive Education Plan (CEP), and School Improvement Plans (SIPs).

- The organization has established criteria to identify key learning-centered and support processes, and it applies a systematic process to design and deliver key curriculum/instruction services, including using multiple inputs to determine requirements and establish performance goals, as well as the use of a Curriculum and Instruction Management Process to control and improve the processes and ensure they meet key requirements. Key processes, plans, and actions are consistent and aligned, and data and knowledge management systems support alignment. In addition to the specific approaches to understand and manage its learning-centered processes, the district uses a number of other approaches to focus the entire organization on student learning, including resource allocation based on impact on student learning, reduction of administrative costs and redirection of funding to learning-centered processes, and a School Excellence Award to recognize schools that achieve high levels of performance on student proficiency tests.
- The applicant has developed a systematic process for organizational performance review. It regularly reviews and improves organizational performance at all levels, and it selects and uses performance measures that are linked to key success factors, strategic objectives, action plans, and key learning-centered and support processes. Using several criteria, the district translates organizational performance review findings into priorities for improvement and innovation, and it uses a variety of leadership communication methods to deploy this information to all key stakeholders.

b. What are the most significant opportunities, concerns, or vulnerabilities identified?

- Although the district focuses several of its key strategic challenges through its SPP, action plan deployment, and performance review, there is little evidence of approaches to address some of its strategic challenges, key success factors, key changes, and market/student segments. These include the emerging online education requirement, the adult learner market segment, the English as a Second Language (ESL) and special education student segments, and the poverty-based gaps in levels of readiness to learn found mainly in Region 3. Without systematic approaches to address all the factors, challenges, and segments described as important in the Organizational Profile, it may be difficult for the district to ensure that it creates and balances value for all students and stakeholders.
- The district appears to be in the early stages of identifying requirements for measuring, controlling, and improving its support processes. For example, systematic processes are not evident for converting information from the Student and Stakeholder Requirements Process into requirements for support processes or for incorporating new technology and organizational knowledge, cycle time, productivity, or cost control into their design. In addition, it is unclear how input from suppliers and partners is incorporated into determining requirements for or managing support processes, or how the district improves these processes to reduce variability and keep them current with organizational needs and directions.
- It is not evident that the district has in place systematic, well-deployed processes for several key Human Resources (HR) areas. For example, it is not clear how it uses the Job Design and Fulfillment Process to organize and manage work and jobs to promote cooperation, initiative, empowerment, and innovation, and it is not evident that a systematic/well-deployed process is in place to reinforce the use of new knowledge and skills on the job, develop a succession plan for supervisory positions beyond the District Leadership Team (DLT) and District Extended Leadership Team (DELT), create career progression plans for faculty or staff, or collect input on education and training. These gaps may inhibit the district's ability to address its strategic challenge of attracting and retaining highly qualified employees.
- Although the applicant has identified a variety of student segments, stakeholder groups, and employee categories and types, this segmentation is not reflected in its approaches to determine the relative importance of stakeholder requirements, to listen and learn (especially in its "pockets of poverty" and adult education segments), to determine contact requirements (e.g., for ESL and New Chance for Success [NCS] students), to determine student and stakeholder satisfaction, to identify safety issues and maintain safety in different work environments, or to differentiate well-being and satisfaction factors for different types of employees. Without differentiating its approaches to address its diverse student, stakeholder, and employee segments, the district may find it difficult to improve beyond its current levels of performance and reach the benchmark status to which it aspires.

- While the district describes multiple approaches to address social responsibility, several areas described as important in the Organizational Profile are not addressed in its compliance processes, measures, and goals (e.g., the Children's Internet Protection Act, the Anywhere State Department of Education [ASDE] Public School Code, and the state requirement for SIPs). In addition, although the district implies a strong focus on safety by its inclusion in the mission, values, and strategic challenges and it is a key success factor, few related measures are provided.
- c. Considering the applicant's key business/organization factors, what are the most significant strengths, opportunities, vulnerabilities, and/or gaps (related to data, comparisons, linkages) found in its response to Results Items?**
- The district's results areas address most areas of importance, with high levels of performance and sustained improvement trends in the areas of parent satisfaction, financial results, human resource results, and student performance and learning. Most results presented show performance that approaches, meets, or exceeds relevant benchmarks and/or comparisons, and they link directly to organizational objectives and goals. These results indicate progress on the district's vision of becoming a benchmark school district.
 - The district's student learning results are good to excellent in almost all areas of importance, with sustained improvement trends evident in most areas presented. The district's performance is better than that of the comparable best school district in most areas, and it is equal to or better than the state best and nearing the national best in many areas. The results of summative assessments in reading, math, science, and writing across various grade levels show that the performance of the district's students is improving across student segments. In addition, the district has shown steady progress toward meeting the Annual Yearly Progress (AYP) requirement, and its performance currently surpasses that of the state best and approaches the national best.
 - Limited or no results are provided for some student/market segments and areas of importance to the district's strategy and requirements, including results related to a safe environment, faculty and staff learning and development, stakeholders' trust in district governance, support of the district's key communities, or stakeholder-perceived value. Likewise, there are limited or no results for the operational performance of the Assessment Design and Service Design processes; results related to the cycle time, productivity, and other effectiveness and efficiency measures of support processes; or results for work system performance and effectiveness associated with the district's team-based structure. No results are provided for potential or actual adult education market share, no results are provided on the academic performance of special education students, and limited results are provided for students in the Region 3 pockets of poverty.
 - While many of the district's results include segmented data, results for some key measures are not segmented or do not include all relevant segments. For example, safety and ergonomic results are not segmented by job types or categories. Further, student and stakeholder satisfaction results do not include results for taxpayers, former students, or prospective students. This may make it difficult for the district to effectively assess its performance results for its diverse workforce, stakeholders, and student population.
 - Although the district provides competitive or comparative data for many of its results, there are no comparisons in several key areas. For example, no comparisons are provided for some financial results (e.g., operating cost reductions, bond rating performance, grant funding) or for some results related to faculty and staff satisfaction, motivation, and well-being (e.g., recognition program effectiveness, safety and ergonomic results, faculty attendance). In addition, there are no comparative data for several governance and social responsibility results (e.g., employees' perceptions of ethics, environmental stewardship). Without consistent, comprehensive use of comparative data, the district may be hindered in achieving its vision of becoming a benchmark school district.

ITEM WORKSHEETS

Format Essentials

- Complete one worksheet for each Item.
- Organize the information into three sections that address the most important key business/organization factors, strengths, and opportunities for improvement.
- Limit the worksheet to 1–2 pages.
- Capture and number the 4–6 most important KFs for the Item.
- Use a single, complete thought per comment. Each comment should contain a subject identified from the Criteria or the application, verb(s) and requirements from the Criteria, examples from the application, and citations of figure numbers, as appropriate. Comments also should be explicitly linked to the applicant's most appropriate KFs and reflect the appropriate scoring range.
- Write 1–3 sentences per comment.
- Provide 6–10 comments per Item.
- Write comments that meet the Comment Guidelines (page 1).
- Use notations (e.g., a [1], a[3], b[1] and +, ++, - , - -) to delineate comments. In addition, for Item Worksheets, indicate which evaluation factors apply to the comments, i.e., whether the comment addresses the approach (A), deployment (D), learning (L), integration (I), performance levels (Le), trends (T), comparisons (C), linkages (Li), and/or gaps (G).
- Include a completed Site Visit Issues section—do not fill out this section for Stage 1. This section will be completed as part of the planning phase of a site visit, along with the Site Visit Issue Worksheets.
- Include a completed Change Due to Site Visit Findings section for Stage 3 only; do not fill out this section for Stages 1 and 2.

Item Worksheet—Item 3.2 (sample from the Sandy Hill School District Case Study)

Prepare one Item Worksheet for each Item, capturing the 6–10 most important strengths and opportunities for improvement based on the applicant's response to the Criteria requirements and its key business/organization factors.

Indicate the 4–6 most important key business/organization factors relevant to this Item.

1. Student and stakeholder requirements/key success factors (KSFs): academic excellence; high-quality curricula and instruction; friendly, supportive, and safe learning environment; effective support services; and effective and efficient fiscal management and operations
2. Performance Excellence System
3. Numerous suppliers and partners: office and furniture suppliers; bus and vehicle fleet; educational, food, technology, and operational service vendors; technology partners; business leaders; regional institutions of higher education; Parent Teacher Association; volunteers; mentors; technical and community colleges
4. Four key stakeholder groups: parents, taxpayers, the school board, and businesses
5. Sources of competitive and comparative data: ASDE, ASBE, USEA, United States Assessment of Educational Progress (USAEP), Anywhere Assessment of Educational Progress (AAEP), Scholastic and Predictive Aptitude Tests (SAT and PSAT, respectively), Education Survey Consortium (ESC), United States School Business Officers (USSBO), and Junoflower Consortium
6. Key student segments: regular, special education ESL, ESP, LCC, and NCS

Strengths and Opportunities for Improvement:

- Include an indication of the relative importance/strength of the comment by using ++ or - - as appropriate.
- Include a reference to the most relevant key factor(s).
- Include an indication of which process evaluation factors are addressed in this comment (refer to page 35 of the *Worksheets—Forms Only* document for definitions):

A=Approach

D=Deployment

L=Learning

I=Integration

STRENGTHS (Include figure references, as appropriate.)*(Tab to move to the next column; tab from the final column to begin the next comment.)*

+ / ++	Item Ref.	KF Ref.	A/D/L/I	STRENGTHS
+	a(1,2)	1,5	A,D	The district uses the four-step iterative Relationship Management Process to identify relationship needs (Figure 3.2-1), select and develop relationship management methods, deploy these approaches, and assess and improve the effectiveness of its relationship management. The applicant has established multiple access mechanisms for students and stakeholders to find information, make complaints, and/or communicate with the district (Figure 3.2-1), and it uses the Relationship Management Process to determine contact requirements for each mode of access (Figure 3.2-2).
+	a(3)	1,2,5	A,D,L	The district uses a six-step Inquiry and Problem Management (IPM) Process (Figure 3.2-3) to resolve complaints within one to five business days, depending on the complexity of the complaint/problem. The “owner” of the issue has the responsibility to resolve the issue, conduct follow-up, and log information into the IPM system. Complaints are resolved at the lowest level and then aggregated, analyzed, and included in the SPP, Student and Stakeholder Requirements Determination Process, and Relationship Management Process to support organizational improvement.
+	b(1)	1,3,5	A,L	The applicant’s five-step Satisfaction Determination Process provides a framework to identify student and stakeholder satisfaction and dissatisfaction. The district uses a number of formal and informal mechanisms to assess stakeholder satisfaction, including focus groups and annual surveys of students, parents, alumni, school board members, taxpayers, and business leaders. The district also participates in the Education Survey Consortium, which provides it with national comparative data on student and stakeholder satisfaction. This information is supplemented with information and best practices from state and other education forums, ensuring that measurements capture actionable information for use in exceeding student and stakeholder expectations.

+	b(4)	3	A,L	By including a process improvement focus in the last step of the Satisfaction Determination, Relationship Management, and IPM processes, the district keeps its approaches to building and maintaining relationships and determining satisfaction current with educational service needs and directions.
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OPPORTUNITIES FOR IMPROVEMENT (Include figure references, as appropriate.)

(Tab to move to the next column; tab from the final column to begin the next comment.)

-/- -	Item Ref.	KF Ref.	A/D/L/I	OPPORTUNITIES FOR IMPROVEMENT
-	a(1)	1,5	A	While the district has identified relationship and contact requirements for its key stakeholder groups (Figure 3.2-1), it does not identify those needs for key student segments, such as English as a Second Language (ESL) students and New Chance for Success (NCS) students. In addition, the processes used to build positive referrals and foster new and continuing interactions for the district's stakeholder groups are not clearly described. Without such processes, the effectiveness of the district's relationship management approaches may be limited.
-	a(2)	1,5	D,I	Although student and stakeholder contact requirements are covered in orientation and staff training, it is not clear how contact requirements are deployed to all people and integrated into all processes involved in maintaining relationships.
-	a(3)	4	D	It is not evident how complaints are aggregated and analyzed for use by the district's technology partners, which may limit the ability of these partners to help the district deploy and support its Technology Plan.
-	b(1)	1,5	A,D	While the district regularly conducts surveys and focus groups of its students and key stakeholders, it is not clear to what extent its methods of determining satisfaction differ for the diverse student and stakeholder populations the district describes in its Organizational Profile (e.g., student segments with differing languages, educational needs, and economic levels). Also, it is not evident to what extent measurements capture actionable information and are used for corrective action so that the district can exceed student and stakeholder expectations.

-	b(2)	4	D	While the district uses various mechanisms (e.g., surveys and phone calls) to follow up on the satisfaction of students and stakeholders with specific programs, events, and student services, it is unclear whether a systematic process is in place to receive prompt and actionable feedback on the primary educational, developmental, and community education offerings. Without such a process, the district may be limited in its ability to assess satisfaction with existing programs and plan improvements.
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Stage 1 or 2 Percent Score %

(Stage 1 scores should be in 5% increments, e.g., 25, 40, 55.)

Site Visit Issues (for Stage 3, Site Visit Use)

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Scoring Range Resulting from Site Visit Findings (from the Scoring Guidelines) _____

Change from Consensus: ☐ higher range ☐ same range ☐ lower range

Item Worksheet—Item 5.2

Prepare one Item Worksheet for each Item, capturing the 6–10 most important strengths and opportunities for improvement based on the applicant's response to the Criteria requirements and its key business/organization factors.

Indicate the 4–6 most important key business/organization factors relevant to this Item.

1. Teachers and support staff represented by unions
2. Vision: Evolve as life-long learners; Values: Pursue life-long learning
3. 60% faculty have master's degrees, and all meet No Child Left Behind (NCLB) Act requirements; all administrators hold degrees above bachelor's; 8% support staff have master's degrees, 55% have bachelor's degrees, and 37% have high school diplomas
4. Performance Excellence System
5. Strategic challenge—Operational: Achieve organizational agility; integrate technology as a learning tool; maintain safe learning environment and facilities; manage in environment of changing funding patterns
6. 12,687 employees: 5,562 certified faculty, 2,943 other certified staff, and 4,182 classified school district and school support staff at 68 sites

Strengths and Opportunities for Improvement:

- Include an indication of the relative importance/strength of the comment by using ++ or - - as appropriate.
- Include a reference to the most relevant key factor(s).
- Include an indication of which process evaluation factors are addressed in this comment (refer to page 35 of the *Worksheets—Forms Only* document for definitions):

A=Approach

D=Deployment

L=Learning

I=Integration

STRENGTHS (Include figure references, as appropriate.)

(Tab to move to the next column; tab from the final column to begin the next comment.)

+ / ++	Item Ref.	KF Ref.	A/D/L/I	STRENGTHS
++	a(1)	2-6	A,D,I	During the SPP, the DELT and the HR Planning Team develop the districtwide Employee Development Plan (EDP). This plan identifies strategies and action plans for education, training, and development, aligning them with the district's needs articulated in the strategic objectives (Figure 2.1-3), CEP, and SIPs. Information from faculty and staff and their supervisors on education and training needs is gathered from IDPs, surveys, focus groups, and postcourse evaluations and incorporated into the EDP. HR produces a comprehensive list of all courses in the <i>Employee Education Program Guide</i> .

+	a(1)	2,4-6	A,D	<p>The applicant addresses its key needs related to performance improvement by requiring employees to attend courses in PDSA methodology and Introduction to Baldrige (for second-year employees) and by providing training in the use of quality tools, benchmarking, and process improvement. In support of the strategic challenge of integrating technology as a learning tool, the district uses multiple delivery approaches, including Basic Technology Training available to all employees, interactive CD-based training, computer-based training, and on-line courses, and it provides monetary incentives to purchase computers for employees who participate in technology training.</p> <p>Organizational performance measurement is addressed through the PMA I and II workshops.</p>
+	a(2)	1-3, 5,6	A,D,L	<p>New employees attend a five-day district orientation that covers topics such as the Code of Conduct; the district vision, mission, and values; diversity; and employee programs and benefits. New faculty meet with their mentors at this time. Using feedback, the district has improved orientation to include student and stakeholder presentations on objectives, strategies, and current initiatives.</p>
+	b	1,5,6	All	<p>Based on a systematic review of survey and focus group feedback and research, the applicant has identified three key drivers of motivation: a fair wage package, recognition of personal contributions, and inclusion in district/school learning and improvement activities. The district uses salary/benefit studies to ensure a fair wage package and financial incentives to promote participation in programs that reinforce both employee motivation and organizational goals, such as technology education and improving teaching skills.</p>
+	b	1-3,5,6	A,D	<p>The district uses three key mechanisms to help faculty and staff attain job and career-related development and meet learning and career objectives identified in their IDPs: professional development, mentoring, and coaching. Ten days of required professional development are provided to new teachers; veteran faculty and all staff are required to participate in five days of professional development annually. In addition, the district has established a mentoring program for faculty and a Leadership Development Program, and it provides tuition assistance for master's degree programs and informal coaching from managers and team leaders.</p>

OPPORTUNITIES FOR IMPROVEMENT (Include figure references, as appropriate.)*(Tab to move to the next column; tab from the final column to begin the next comment.)*

-/- -	Item Ref.	KF Ref.	A/D/L/I	OPPORTUNITIES FOR IMPROVEMENT
-	a(3)	2-6	A,L	Although the applicant collects input from its faculty and staff in the determination of district education and training needs, it is not clear how the district incorporates its organizational learning and knowledge assets into its education and training. This may make achievement of the district's vision of life-long learners and its focus on knowledge management more difficult.
-	a(4)	2,3,5,6	A,D,L	While the applicant describes multiple approaches to deliver training, it is not clear how the district seeks and uses input from its faculty and staff and their supervisors on options for delivery of training and education. Additionally, although the district has a mentoring program for teachers, it is not clear how it uses mentoring as part of its education and training delivery approaches or if this program includes employees other than faculty.
-	a(5)	2-6	A,D	While the district conducts development sessions to follow up on education and training and tracks the implementation of new learning, it is not clear that a systematic, well-deployed process is in place to reinforce the use of new knowledge and skills on the job.
-	a(6)	2-6	A,D,I	Although the district uses pre- and postcourse testing and evaluates the effectiveness of its education and training, it is not clear how individual or organizational performance is taken into account during this evaluation. Without such consideration, it may be difficult for the district to ensure it is achieving the desired performance impact from its training and education development programs.

Stage 1 or 2 Percent Score %

(Stage 1 scores should be in 5% increments, e.g., 25, 40, 55.)

Site Visit Issues (for Stage 3, Site Visit Use)

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Scoring Range Resulting from Site Visit Findings (from the Scoring Guidelines) _____

Change from Consensus: ☐ higher range ☐ same range ☐ lower range

Item Worksheet—Item 7.2

Prepare one Item Worksheet for each Item, capturing the 6–10 most important strengths and opportunities for improvement based on the applicant’s response to the Criteria requirements and its key business/organization factors.

Indicate the 4–6 most important key business/organization factors relevant to this Item.

1. Key student segments: regular, special education, ESL, ESP, LCC, and NCS
2. Student and stakeholder requirements/key success factors (KSFs): academic excellence; high-quality curricula and instruction; friendly, supportive, and safe learning environment; effective support services; and effective and efficient fiscal management and operations
3. 16 private schools (<10%); home schooling (1%)
4. Strategic challenges—Community-related: Engage parents, community, and business in collaborative learning efforts
5. Four key stakeholder groups: parents, taxpayers, the school board, and businesses
6. Sources of competitive and comparative data: ASDE, ASBE, USEA, United States Assessment of Educational Progress (USAEP), Anywhere Assessment of Educational Progress (AAEP), Scholastic and Predictive Aptitude Tests (SAT and PSAT, respectively), Education Survey Consortium (ESC), United State School Business Officers (USSBO), and Junoflower Consortium

Strengths and Opportunities for Improvement:

- Include an indication of the relative importance/strength of the comment by using ++ or - - as appropriate.
- Include a reference to the most relevant key factor(s).
- Include an indication of which process evaluation factors are addressed in this comment (refer to page 37 of the *Worksheets—Forms Only* document for definitions):

Le = Performance Levels T = Trends C = Comparisons Li – Linkages G = Gap

STRENGTHS (Include figure references, as appropriate.)

(Tab to move to the next column; tab from the final column to begin the next comment.)

+ / ++	Item Ref.	KF Ref.	Le/T/C/ Li/G	STRENGTHS
++	a(1)	1,2,5,6	T,C	Trended results for parents’ satisfaction, segmented by student groups, with quality of instruction, instructional technology, program quality, climate and safety, and facilities (Figures 7.2-2 through 7.2-6, respectively) show significant improvement between 1999 and 2003, with most areas exceeding comparable and state best levels. In addition, parent dissatisfaction as measured by complaints has decreased steadily over the past four years for all categories measured, including amount of homework, food services, extracurricular activities, traffic jams, and transportation (Figure 7.2-11).

+	a(1)	1,2,6	T,C	Results for measures of student satisfaction show positive trends. Between 1999 and 2003, students demonstrated a steady increase in satisfaction with their teachers, with current performance exceeding state benchmarks (Figure 7.2-8). Students' satisfaction with the use of instructional technology has increased during the same time period, with current performance exceeding the comparable and state best levels (Figure 7.2-3).
+	a(1)	2,5,6	T,C	Key stakeholder groups, such as the school board and businesses, are increasingly satisfied with the district. The school board's satisfaction with the district's performance has improved from 60% in 1998 to 95% in 2003. Business leaders' satisfaction with students' preparation (Figure 7.2-13) has improved from 1999 to 2003, and the current satisfaction level exceeds the comparable, private, and state best.
-	a(2)	1,2,6	T,C	Results for student persistence, as measured by high school dropout rates, show improving trends for all student segments from 1999 to 2003, while the overall dropout rate decreased from 0.6% in 1999 to 0.3% in 2003, approaching the national best rate of 0.05% (Figure 7.2-16). In addition, student attendance is at or above 90% for all subgroups, while the current overall attendance rate of 94% is slightly below the national best (Figure 7.2-12).
+	a(2)	2,5,6	T,C	Results for two measures of perceived value, Alumni Satisfaction With Preparedness (Figure 7.2-14) and Likelihood to Recommend (Figure 7.2-15), are improving. Alumni satisfaction currently exceeds the comparable best and overall state best and equals the national best (Figure 7.2-14). The overall percentage of parents and the percentage of NCS/ESL students who responded "agree/strongly agree" to likelihood to recommend the district have increased from 80% in 1999 to 94% in 2003 and from 85% to 95%, respectively, exceeding the private best (Figure 7.2-15).
+	a(2)	2,5,6	T	Results for parents' satisfaction with the district's relationship management show sustained improvement from 2000 to 2003, exceeding the state and comparable best for most segments (Figure 7.2-9). Also, results for several measures of parental involvement improved from 1999 to 2003, with the percentage of attendance increasing for PTA meetings, open houses, back-to-school sessions, and conferences (Figure 7.2-10).

OPPORTUNITIES FOR IMPROVEMENT (Include figure references, as appropriate.)*(Tab to move to the next column; tab from the final column to begin the next comment.)*

-/- -	Item Ref.	KF Ref.	Le/T/C/Li G	OPPORTUNITIES FOR IMPROVEMENT
-	a(1)	1-3,5	G	Although overall student satisfaction with climate and safety, facilities, and services (Figures 7.2-5, 7.2-6, and 7.2-7, respectively) improved from 1999 to 2003, results are not segmented by student groups. In addition, no competitive comparisons (e.g., to private schools) for parent or student satisfaction are provided, and no results are provided on the satisfaction of several student and stakeholder groups (e.g., taxpayers and adult students), former students, or prospective students. Without data and trends for all key student and stakeholder groups, the district may have difficulty determining if it is meeting their requirements.
-	a(1)	1,2	G	Although student and parent satisfaction results are provided for guidance counseling and health (Figure 7.2-7), no results are provided for their satisfaction with other professional services, such as therapy, social work, and psychological assistance. Without this information, the district may have difficulty assessing how effectively it is addressing its students' and stakeholders' needs and requirements for professional services.
-	a(2)	4,5	G	With the exception of parents' satisfaction with relationship management (Figure 7.2-9) and parents' likelihood to recommend (Figure 7.2-15), the applicant does not present results for stakeholder-perceived value, positive referral, or other aspects of building relationships with stakeholders. Also, while results in Figure 7.2-9 show positive overall five-year trends, results for some subgroups of parents are less favorable. For example, in 2003, satisfaction of Learning Choice Center (LCC) parents is lower than for any previous years, and satisfaction of parents of black, Hispanic, ESL, LCC, and New Chance for Success (NCS) students is lower than overall satisfaction of the regular program students' parents.
-	a(2)	4,5	T	Results for one key measure of parental involvement have declined; the percentage of parents volunteering in the district decreased from about 35% in 1999 to approximately 22% in 2003. This may impede the district's ability to address its strategic challenge of engaging parents in collaborative learning efforts.

Stage 1 or 2 Percent Score %

(Stage 1 scores should be in 5% increments, e.g., 25, 40, 55.)

Site Visit Issues (for Stage 3, Site Visit Use)

-

Scoring Range Resulting from Site Visit Findings (from the Scoring Guidelines) _____

Change from Consensus:

☐

higher range

☐

same range

☐

lower range

BASIC COMMENT FORMAT FOR PROCESS ITEMS

(Note: Examples are for illustration only and may not conform to current Criteria.)

Strengths					
	Subject from the Criteria or the Application	Verb(s) and requirements from the Criteria	Transition	Example(s) from the application	“so what”
	“The senior leaders...” “The applicant...”	“communicate organizational values...” “listens and learns to determine key customer requirements...”	“by...” “through...” using...”		mostly implicit
OFIs					
Introductory statement	Subject from the Criteria or the application	Verb(s) and requirements from the Criteria			“so what”
“Although...” “It is not clear/apparent/evident how/what...” “The applicant does not address/report how/what...”	“the applicant...” “the senior leaders...”	“develops and deploys action plans to...” “uses relevant information from current and former customers to...”			Implied or explicit—as needed, related to KFs/Criteria

Comment 1 1.1a(1) – Strength

The senior leaders (**subject**) deploy organizational vision and values (**verb and requirements**) through the leadership system by (**transition**) holding weekly management meetings that involve supervisors at all levels and in daily e-mails from the CEO to all supervisors (**examples**).

Comment 2 3.1a(2) – Strength

The applicant (**subject**) listens and learns to determine key customer requirements and changing expectations (**verbs and requirements**) and their relative importance to customers’ purchasing decisions through (**transition**) a variety of mechanisms. These include (**examples**) third-party surveys administered annually to all four customer segments and biannual focus groups for the advanced technology and commercial customer segments.

Comment 3 3.1a(2) – OFI

The applicant (**subject**) does not address how it uses information and feedback from current and former customers (**verb and requirements**) in its determination of key customer requirements and expectations for purposes of product and service planning or to ensure the continuing relevance of products and services. This may impact the applicant’s strategic challenge of developing new opportunities outside its existing markets and product lines (**explicit so what**).

EXAMPLES OF IMPROVING PROCESS COMMENTS

Original Comment	What is the problem?	Improved Comment
Item 1.1		
- b Although the Leadership Team attempts to communicate with, empower, and motivate all faculty and staff throughout the organization, it has been unsuccessful in encouraging frank, two-way communication throughout the organization. The applicant should develop techniques that would enable this information to be cascaded throughout the organization.	<ul style="list-style-type: none"> • Judgmental: “unsuccessful” • Prescriptive: “should develop techniques” • Lacks a positive tone 	- b It is not clear how members of the Leadership Team communicate with, empower, and motivate all faculty and staff throughout the organization and encourage frank, two-way communications throughout the organization.
Item 1.2		
+ b The applicant’s Governance Board plays an important role in ensuring that public concerns with future products, services, and operations are anticipated. In addition, the Leadership Team promotes and ensures ethical behavior in its interactions through distribution of the Code of Conduct.	<ul style="list-style-type: none"> • Judgmental: “important” • Vague: does not identify any specific information with regard to how concerns are anticipated • Not a single thought 	+ b The applicant’s Governance Board anticipates public concerns with current and future products, services, and operations by compiling and analyzing a variety of inputs (e.g., information from customers, suppliers, and regulatory agencies; local community surveys; external research/forecasting sources; and joint industry/government/academic studies).

Item 2.1

+ b	The methods to develop short-term organizational strategic objectives appear to be systematic and address the expressed needs of all key stakeholders. The applicant works hard to ensure that the necessary stakeholders participate in the process, and it incorporates their input into the planning process. After the information is gathered, the applicant attempts to align the stakeholders' needs with the applicant's own strategic priorities.	<ul style="list-style-type: none">• Can be written more concisely• Judgmental: "works hard to ensure"• Doesn't reference appropriate figures from the application	+ b	Through the Strategic Planning Process (Figure 2.1-1), the applicant uses a systematic approach to ensure that its strategic objectives balance the needs of all key stakeholders (Figure 2.1-3). This approach involves all key stakeholders in focus groups at step 1 of the Strategic Planning Process and then involves at least one representative of each group at steps 2–6.
- a	The applicant's strategy development process, which is used for developing short-term plans and objectives, is illustrated in Figure 2.1-1. However, the application is lacking a description of how the company completes its longer-term planning. Without such a plan, the applicant's ability to ensure that its decisions are aligned with its strategic directions or its ability to track progress relative to its strategic objectives and action plans is compromised.	<ul style="list-style-type: none">• Multiple concepts expressed in one comment• "So what" is judgmental	- a	Although the applicant uses a systematic strategy development process (Strategic Planning Process, Figure 2.1-1) to develop short-term plans and objectives, there does not appear to be a longer-term planning process.

NOTE: For site visits only. The phrasing of Stage 3 OFI comments should specifically reflect the resolution of site visit issues, since the Site Visit Team obtains additional information and understanding of the issues as a result of the site visit. *See the example below.* Final site visit comments should contain no language suggesting that additional clarification is needed, such as "the applicant does not appear to include" or "it is not clear that."

Comment at Stages 1 or 2:

"Although the applicant describes several methods to measure its performance, it **does not present** measures/indicators that are fully aligned with its strategic objectives. For example, The Dashboard (Figure 4.1) **does not appear to include** all categories in the strategic plan or branch-level measures, other than financial results. Without these measures, **it is not clear how** the applicant fully monitors progress toward achieving the objectives in its strategic plan."

Comment after site visit:

“Although the applicant uses several methods to measure its performance, **it does not track** measures/indicators that are fully aligned with its strategic objectives. For example, the Dashboard **does not include** all categories in the strategic plan or branch-level measures, other than financial results. Without these measures, the applicant **is not able to monitor fully** its progress toward achieving the objectives in its strategic plan.”

WRITING EFFECTIVE COMMENTS FOR RESULTS ITEMS

To assist you in your analysis and in the writing of comments for Items in Category 7, you may find it helpful to complete the Results Matrix (page 36 in the *Worksheets—Forms Only* document).

Well-written Category 7 comments frequently address the following questions:

- Trend Analysis
 - Is the trend direction positive or negative?
 - What is the desirable direction?
 - Are explanations provided for significant positive or negative changes?
 - What is the rate of change?
- How does the result link to the **KFs in the Organizational Profile/or other Categories** (e.g., strategic challenges, supplier and partner relationships)? Are data presented in Category 7 for measures that are referred to in other Categories of the application?
- Are all important results presented? Are data focused on the critical organizational performance results (e.g., customer requirements, compliance with regulatory requirements)? Are there any gaps in the data?
- Is the amount of data provided sufficient (e.g., number of cycles of data for trend data, percentage of stakeholder population)?
- Are the data appropriately segmented?
- Do the data represent both short- and long-term priorities?
- How does the organization measure effectiveness, and are results for these measures presented?
- Are comparative data presented, what do they show, and are they appropriate for this applicant?
- What are the standard measures in this field? Is there any significance to a lack of these measures in the application?
- Are the data normalized (presented in a way that takes into account the various size/population factors)?

Other Keys to Writing Effective Results Item Comments:

- Start with a subject from the application or the Criteria.
- Include the time frame you are writing about—such as “in 2003” or “from 1997 to 2003.”
- Include the actual numbers observed in the levels or trends.
- Include a figure reference.

EXAMPLES OF IMPROVING RESULTS COMMENTS

Original Comment	What is the problem?	Improved Comment
<i>Item 7.1</i>		
+ a The applicant has demonstrated great success with regard to how well its students have performed at transfer institutions.	<ul style="list-style-type: none"> • Omits reference to the figure showing results • Omits specific numbers/data and time period • Judgmental/ value-laden: “demonstrated great success” 	+ a Results for student success at transfer institutions (Figure 7.1- 5) demonstrate improvements from 58% in 1995 to 85% in 2002 and indicate that the applicant’s programs are aligned with the requirements of its receiving schools.
<i>Item 7.6</i>		
+ a The applicant has expanded the number of external board members.	<ul style="list-style-type: none"> • Omits reference to figure showing results • Omits specific data, e.g., percentage of increase, time period 	+ a Over the last three years, the applicant has increased the percentage of external board members from 25% to 60% (Figure 7.6-1), and it has appointed an external director as the head of its audit committee. These results are related to the applicant’s strategy of achieving greater independence in governance and financial audits.

FLOWCHART—DEVELOPING COMMENTS FOR PROCESS ITEMS AND KEY THEMES

Criteria Language

Criteria 1.1a(1)

How do senior leaders set and deploy organizational values, short- and longer-term directions, and performance expectations?

Criteria 2.1a(2)

How do you ensure that strategic planning addresses the key factors listed below? How do you collect and analyze relevant data and information pertaining to those factors as part of your strategic planning process: organization's strengths, weaknesses, opportunities, and threats; early indications of educational reform and major shifts in technology, student and community demographics, markets, competition, or the regulatory environment

Criteria 5.2a(1)

How do faculty and staff education and training contribute to the achievement of your action plans? How do your faculty and staff education, training, and development address your key needs associated with organizational performance measurement?

Application Language

Application 1.1

"In 1998, the DLT created shared vision, mission, and value statements that balance value for all stakeholders. All Strategic Plan elements link to SHSD's vision, mission, and values. Short- and longer-term directions and performance expectations are reviewed annually in December during a leadership planning retreat. At these reviews, the DLT examines student, employee, and stakeholder requirements; considers potential changes to the vision, mission, and values statements; and alters the statements as needed."

Application 2.1

"In 1998, a systematic and fact-based Strategic Planning Process (Figure 2.1-1) was introduced. The three-month process begins in August each calendar year with an off-site meeting of the EMC. Participants include the SP Committee, DLT members, and regional superintendents. The purpose of this meeting is to review the results of data collection and analysis pertaining to the identification of SWOTs, changes and trends in education reform, emerging technologies, and demographic, market, and regulatory impacts that have the potential to affect the organization. Also reviewed are the prior year's accomplishments, consideration of what needs to occur immediately and in the near future, and opportunities for improvement."

Application 5.2

"Organizational action plans are managed by the HR Division. The HR Planning Team develops the district's employee development plan (EDP), which identifies strategic and action plans for education, training, and development (Figure 5.2-1). The 2003/2004 EDP includes strategic/action plans that meet organizational needs, including increasing the quality of classroom instruction; ensuring teachers stay current with certification/licensure requirements; developing future leaders, faculty, and staff; and facilitating the collection and use of performance measures and data."

(Flowchart continues on next page)

Item 1.1 Comment

“The applicant sets organizational vision and values through the DLT. The DLT deploys the organization’s vision and values to faculty, staff, key suppliers, and partners through two-way leadership communication methods (Figure 1.1-2).”

Item 2.1 Comment

“The organization’s strategic planning process addresses the analysis of data and information, emerging trends in technology, markets, student and community demographics, and the regulatory environment.”

Item 5.2 Comment

“The district’s employee development plan (EDP) contributes to the achievement of action plans by developing strategies for training and development linked to strategic objectives. This plan aligns with and is driven by the district’s needs articulated in the strategic objectives. The organization’s education and training program thus supports both individual and organizational goals, including achievement of action plans and needs associated with organizational performance measurement.”

*Key Themes Comment
Question A*

Key Theme Comment

“The DLT sets and deploys the organization’s directions using the Strategic Planning Process (Figure 2.1-1). The DLT reviews short- and long-term directions and performance expectations. An off-site meeting that includes the DLT, SP Committee, and regional superintendents is held annually to review overall organizational performance, identify SWOTs, and address changes in technology, demographics, and regulations. Education and training also support action plans and strategic objectives.”